



# SC Annual School Report Card Summary

Carolina School for Inquiry  
RICHLAND 1  
Grades: PK-6 Enrollment: 144  
Principal: Victoria Dixon-Mokeba  
Superintendent: Dr. Percy A. Mack  
Board Chair: Aaron Bishop

## PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on [www.ed.sc.gov](http://www.ed.sc.gov) and [www.eoc.sc.gov](http://www.eoc.sc.gov) as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2014	Good	Good	TBD	TBD	A	N/A
2013	Average	Average	N/A	N/A	A	N/A
2012	Good	Excellent	GOLD	N/A	A	N/A

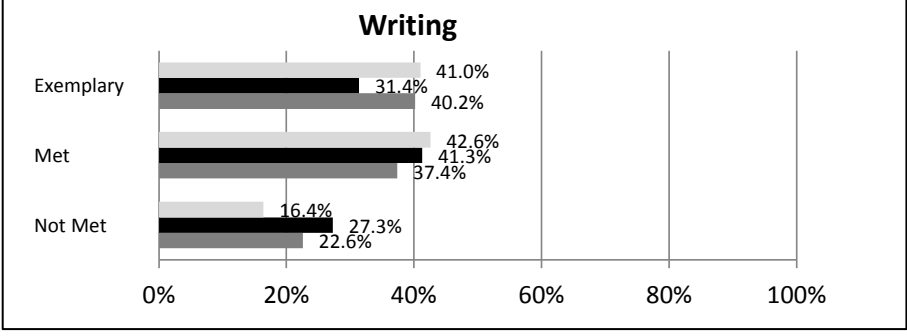
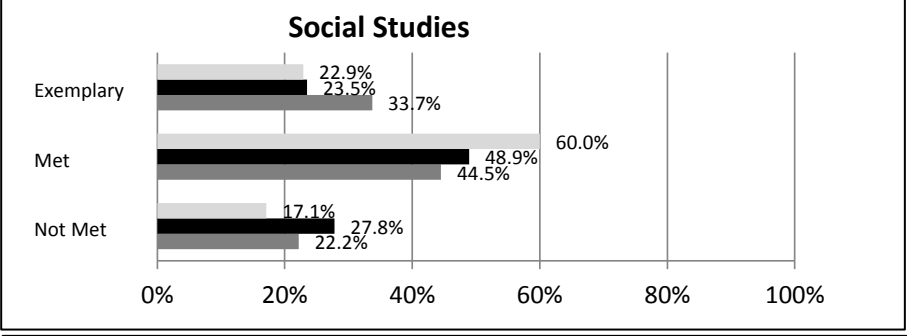
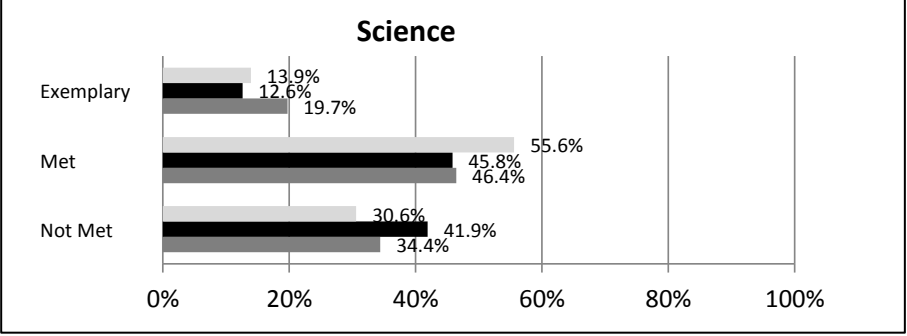
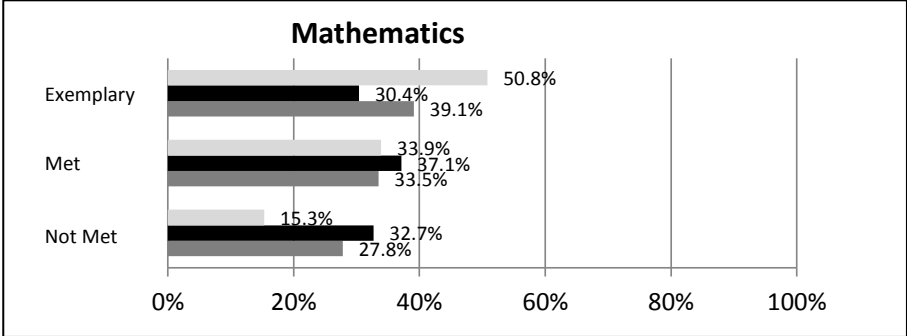
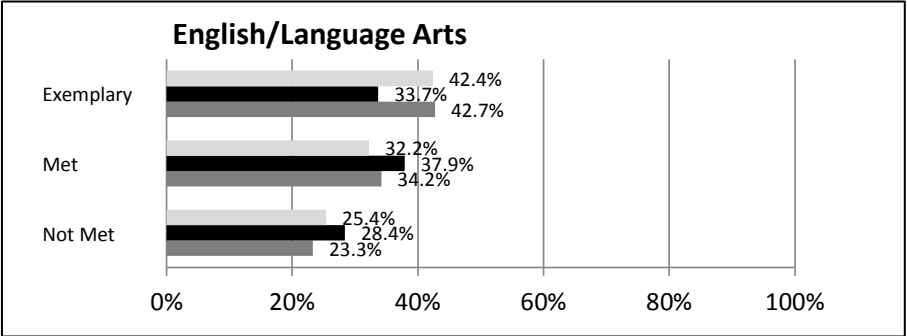
## ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
11	14	114	9	1

\* Ratings are calculated with data available by 04/27/2015. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

## SC PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elem Schools Statewide

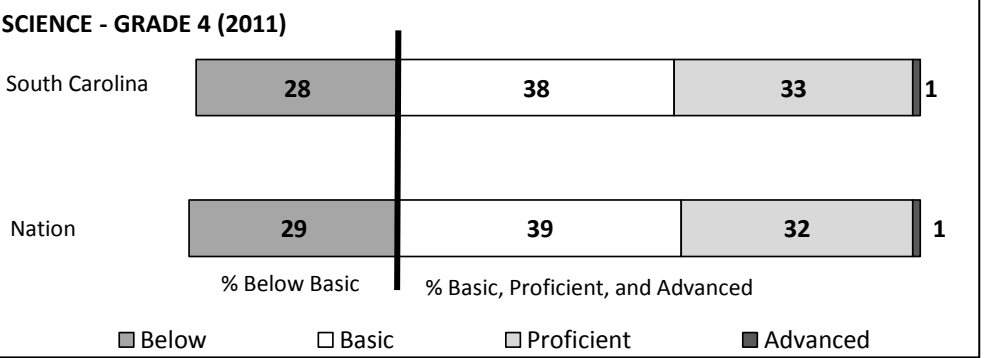
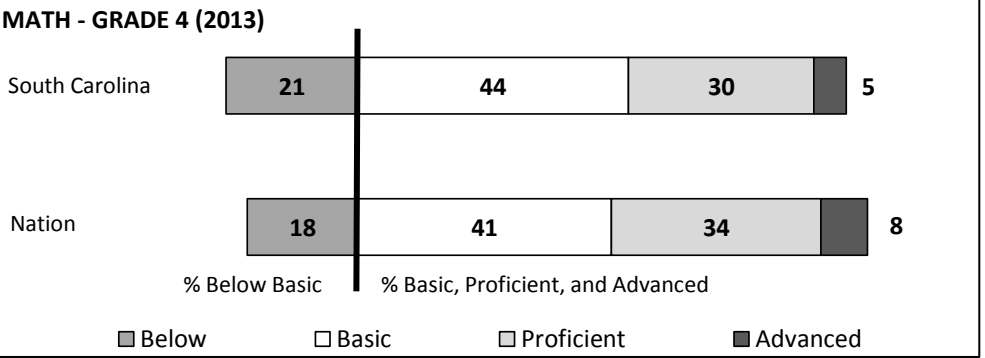
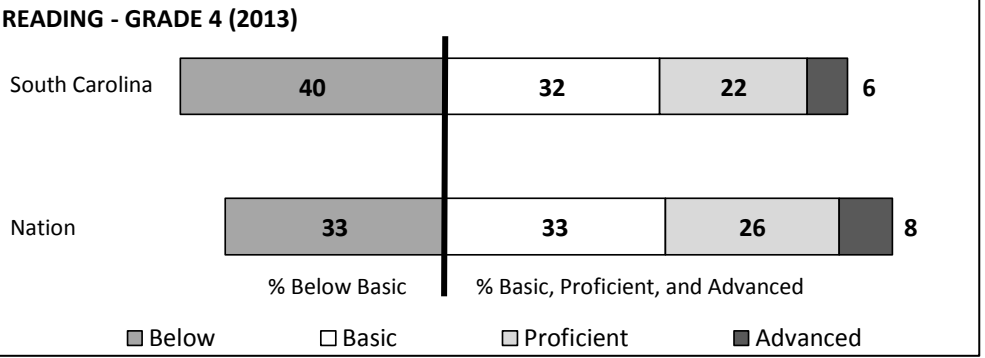


## Abbreviations Key

N/A-Not Applicable N/AV-Not Available N/C-Not Collected N/R-Not Reported I/S-Insufficient Sample TBD-To Be Determined

## NAEP\*

\*Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



## SC PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Carolina School for Inquiry  
RICHLAND 1  
SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary Schools
Students (n = 144)				
Retention rate	0.8%	Up from 0.0%	1.4%	1.0%
Attendance rate	95.8%	Down from 96.6%	96.1%	96.5%
Served by gifted and talented program	0.0%	No change	4.8%	7.3%
With disabilities	11.9%	Down from 14.3%	13.7%	12.5%
Older than usual for grade	1.4%	Down from 2.4%	2.4%	1.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n = 14)				
Teachers with advanced degrees	64.3%	Down from 72.7%	60.0%	62.3%
Continuing contract teachers	7.1%	Down from 72.7%	80.0%	81.2%
Teachers returning from previous year	79.6%	Up from 73.0%	87.3%	88.4%
Teacher attendance rate	97.5%	Up from 96.5%	95.1%	95.3%
Average teacher salary*	\$43,519	Down 4.4%	\$47,111	\$47,902
Classes not taught by highly qualified teachers	2.1%	Down from 2.4%	0.0%	0.0%
Professional development days/teacher	8.9 days	Down from 10.2 days	11.0 days	10.9 days
School				
Principal's years at school	10.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	7.9 to 1	Down from 10.5 to 1	19.4 to 1	19.9 to 1
Prime instructional time	93.0%	Up from 92.8%	90.1%	90.7%
Opportunities in the arts	Good	No change	Good	Good
SACS accreditation	Yes	No change	Yes	Yes
Parents attending conferences	100.0%	No change	100.0%	100.0%
Character development program	Excellent	No change	Excellent	Excellent
Dollars spent per pupil**	\$11,106	Up 0.6%	\$7,989	\$7,680
Percent of expenditures for instruction**	47.0%	Down from 57.0%	65.9%	66.8%
Percent of expenditures for teacher salaries**	46.1%	Up from 46.0%	64.9%	66.0%
ESEA composite index score	95.4	Up from 95.0	79.4	85.7

\* Length of contract = 185+ days.  
\*\*Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	13	18	9
Percent satisfied with learning environment	92.3%	88.8%	-4.0%
Percent satisfied with social and physical environment	84.6%	77.7%	-4.0%
Percent satisfied with school-home relations	92.3%	94.5%	-4.0%

\*Only students at the highest elementary school grade level at this school and their parents were included.

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

CSI has completed another successful year as Richland One’s Public Charter Elementary School. We have worked hand in hand with district officials to ensure high quality teaching and learning. The SCTAP System is a new and critical part of our charter for teacher evaluation and overall student achievement. Teachers and staff meet daily to discuss the learning outcomes that take place in each learning community. The school leadership team also created and implemented a pre-kindergarten program that focused on early childhood development through Science, Technology, Engineering, Arts and Mathematics (STEAM). The program’s execution has produced excellent results for our students. In order for each child and adult learner to develop a clear sense of what they know and need to know, Carolina School for Inquiry uses standards-based report cards and narrative report cards to inform students and families how they are doing in specific areas related to social sciences, reading, writing, and math. A key advantage to our reporting system is to provide specific feedback so that parents can purposefully work with their children at home, and to support the school’s effort in enabling the student to reach proficiency and to reinforce the school’s effort to move students beyond proficiency to advanced levels of understanding. Students are assessed as individuals, socially and academically. Each child in grades preK-6 has shown at least a year’s growth in a year’s time. Students were assessed formally three times last year using the Dominie Reading Assessment, MAP Testing, Study island, Dial 4 and Frogstreet Assessments which all provide a good knowledge base for what each child knows and was able to do. This data provides a means for the teachers to intentionally meet student needs in challenging areas albeit remediation of challenges for gifted acceleration. We were able to triangulate data using at least three data points. The school added an additional thirty minutes to the school day to implement Focus Groups based on MAP scores for students in grade k-6. Field studies are an important part of the CSI curriculum. These studies are planned monthly for each class to culminate the learning experiences that take place in the learning communities. School goals were intentionally set based on 2012 - 2013 PASS Reading test results, by May 2014 the school will decrease from 24% Not Met to 13% which represents a decrease from 11 students to 6 students; decrease from 42% Met to 40% which represents a decrease from 19 students to 18 students; Exemplary 4 will increase from 7% to 16% which represents an increase from 3 students to 7 students; and Exemplary 5 will increase from 27% to 31% which represents an increase from 12 students to 14 students. Students in grade 4 scoring: •Not Met will decrease from 8% to 0% (1 student to 0 student) •Met will increase from 31% to 38% ( 4 students to 5 students) •Exemplary 4 will increase from 15% to 23% ( 2 students to 3 students) •Exemplary 5 will increase from 46% to 54% (6 students to 7 students) Students in grade 5 scoring: •Not Met will decrease from 29% to 18% (5 students to 3 students) •Met will maintain at 53% (9 students) •Exemplary 4 will increase from 6% to 18% (1 student to 3 student) •Exemplary 5 will maintain at 12% (2 students) Students in grade 6 scoring: •Not Met will decrease from 33% to 20% (5 students to 3 students) •Met will decrease from 40% to 33% (6 students to 5 students) •Exemplary 4 will increase from 0% to 13% (2 students) •Exemplary 5 will increase from 27% to 33% (4 students to 5 students) of the SCTAP framework.

Victoria Dixon-Mokeba, Director/Lead Teacher  
Mellissa Watkins, FoCSI President

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